English for Specific Purposes
(Tourist Management and Hotel Industry)

(Bachelor work)

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I declare that I worked on the following thesis on my own and that I used all the sources mentioned in the bibliography.
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INTRODUCTION

English is still seen as a language number one at schools. Students’ interest in this language is enormous and I dare say there is no school where English language is not taught. English is a part of school curriculum. In my thesis I aimed at English, not as a subject matter, but as an aid to meet learners’ needs in two specific disciplines – Tourist Management and Hotel Industry.

The main goal of this work is to explain the term of ESP - ‘English for specific purposes’ such as a part of ‘English language teaching’ and to introduce various activities aimed at reading, vocabulary, speaking, language study and writing.

My work is divided into two main sections: theoretical part and practical part. Theoretical part contains theoretical background concerning ‘ESP’, its definition supported of several theories, and characteristic features connected with ESP discipline e.g. organizing of ESP course, selecting material, types of activities, a role of the teacher, motivation and evaluation.

Section two, the practical part, presents concrete activities applied in the course of Tourist Management and Hotel Industry in order to learn and practice particular learners’ skills. That is why most activities is specialized in the area of tourism and hotel trade.
1. THEORETICAL PART

1. English for Specific Purposes (ESP)

1.1. What is ESP and its definitions

“English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general.” (International Teacher Training Organization, 2005). There is a specific reason for which English is learned.

Pauline C. Robinson (1989) describes ESP as a type of ELT (English Language Teaching) and defines it as: “Goal-oriented language learning.” (Robinson, Pauline C., ed. Hywel Coleman, 1989, p 398) that means student has a specific goal that is going to be attained.

The origin of ESP and its development is closely linked with learners’ interest in various specific disciplines e.g. ‘Law English’, ‘English for Hotel Industry’ or ‘English for Tourist Management’, as I present in my work. Students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. That is why English language is not seen as the main goal in the process of learning, but rather a vehicle for its acquirement. “Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies.” (Robinson, Pauline C., ed. Hywel Coleman, 1989, p 396).

The fact that “learners know specifically why they are learning a language” (Hutchinson and Waters, 1992, p 6) is a great advantage on both sides of the process. The group of ESP learners is going to achieve the same goal in the field of studying branch, so learners’ motivation, in a form of the same aim, enables teacher to meet learners’ needs and expectations easier. Learner and the way of learning (‘acquiring language’) are considered to be the main factors in the whole process. Hutchinson and Waters (1992) emphasise ESP to be an approach not product that means language learning not language use is highlighted. They draw the attention to a ‘learning-centred approach’ “in which all decisions as to content and method are based on the learner’s reason for learning.” (Hutchinson and Waters, 1992, p 19).
Tony Dudley-Evans and Maggie Jo St John (1998) divided characteristic features of ESP in two groups according its ‘absolute’ and ‘variable’ attributes. Concerning the absolute characteristics (according to Dudley-Evans and St John):

- ESP is defined to meet specific needs of the learner
- ESP makes use of the underlying methodology and activities of the discipline it serves
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities

The variable characteristics are seen in five points:

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation
- ESP is generally designed for intermediate or advanced students
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans, 1998).

Hutchinson and Waters (1992) do not emphasise any concrete limits of students’ level or age, they emphasize learners’ individual needs and specialist knowledge of using English for specific purposes. Although there exist several aims and different purposes why learning English, the way of learning may be same. “Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner.” (Hutchinson and Waters, 1992, p 18). They add that ESP methodology “could just as well have been used in the learning of any kind of English.” (Hutchinson and Waters, 1992, p 18).
2. Characteristic features of ESP course

2.1 Organizing course

Organizing the ESP course is very important step to achieve a satisfying goal in the course. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness.

The term ‘specific’ in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what Hutchinson and Waters (1992) describe as ‘language description’. The ‘language description’ involve questions, e.g. ‘What topic areas will need to be covered?’ ‘What does the student need to learn?’ ‘What aspects of language will be needed and how will they be described?’ (Hutchinson and Waters, 1992, p 19, 22). Finding the right answers to these questions results from the setting exact goals and objectives of the course. Designing a syllabus analyses ‘what’ the course is going to be about. Setting goals and objectives of the course in advance is inevitable.

Another feature of organizing course underlines the way the learning is achieved. Hutchinson and Waters (1992) speak about “‘learning theory’ which provides the theoretical basis for the methodology, by helping us to understand how people learn.” (Hutchinson and Waters, 1992, p 23). It is natural that learning strategies vary and corresponds with learners’ groups, their age, level or reason they study. The way adults acquire language is differ from children, the group of advanced expects different attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners’ needs and expectations successfully.

Hutchinson and Waters (1992) point out another aspect affecting the ESP course as well. It relates to learner’s surrounding and discusses the questions of ‘who’, ‘why’, ‘where’ and ‘when’ connected with the nature of particular target and learning situation. They describe them as ‘needs analysis’. (p 22)

To organize the ESP course effectively and consequently achieve a satisfactory goal, having respect for all three factors is evident.
2.2. Selecting material

Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help teacher in organizing the course or what is more it can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection, “they should truly reflect what you think and feel about the learning process.“ (Hutchinson and Waters, 1992, p 107).

Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. “Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the course.“ (Graves, 1999, p 27).

Teachers should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves. Materials should also function as a link between already learnt (’existing knowledge’) and new information. (Hutchinson and Waters, 1992).

Concerning the selection of ’General English´ material and ’ESP´ material some criteria must be matched as well. Language teacher is responsible for selecting an appropriate text that contributes to students’ effectiveness that means he or she should pay attention to suitable criteria for its choice. Wallace (1992, 9.1) suggests those main criteria:

- Adequacy - should be at the appropriate language, age level.
- Motivation - should present content which is interesting and motivating for students work. It goads into students effectiveness, interest and pleasure of work.
- Sequence - it is important if there is some relation to previous texts, activities, topics not to miss the sense of a lesson.
- Diversity - should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies.
- Acceptability - it should accept different cultural customs or taboos.
Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners’ needs and expectations are not met due to wrong choice of material. “Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn.” (Hutchinson and Waters, 1992, p 107).

2.3 Types of activities with text

Text as a learning material can be used for learning and practising wide range of skills. In ESP course it can be source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible it is necessary to involve all students’ skills. It is preferred to combine working with printed text with listening to audio-cassette or video-cassette that means receptive with productive activities. Concerning the ESP activities it is necessary to keep in mind the context that should be consistent with studying subject matter.

• Warming-up activities - pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic. We can use various types of plays, puzzles, collocation grids, questionnaires etc. to increase students’ interests in given topic and lead them into further problems. It is a kind of preparing step. Wallace (1992) e.g. considers pre-reading activity very important for students motivation; topic or genre of the text is introduced e.g. with collective discussion or some pictures to be fully motivated. (Wallace, 1992, p 62). I see warming-up activities as a very important and necessary phase on which the next working process depends.

• Receptive activities - work with a text itself, reading, listening. We can realize various reading strategies e.g. aloud, quiet, skimming, scanning, with or without translation, informative. They should lead to encouragement of students. We can distinguish language-based approaches (e.g. jigsaw reading, gap-filling) or approaches relating to content of the text. Both of them should aim students to be as much active and reflexive as possible.
• Productive activities - practising of acquired knowledge. Work in pairs, in groups or individual with help of teacher who takes notice of using target language. Summarization of lesson that should be done by students, it shows how students understand given topic.

• Follow-up activities - next improving, developing, appropriate using of learnt. We can practise it in a form of creative homework, exercises. Harmer (1991) draws that large scale of skills and activities can be developed e.g. drawing characters, making discussion, creating some pictures, dramatic activities etc. (Harmer, 1991, p 188).

3. The role of the teacher in ESP lesson

3.1. ‘ESP’ teacher versus ‘General English’ teacher

It is difficult to delimitate where ‘General English’ and ESP course starts and ends. It is the same with the role of the teacher in those two courses. The aim of ESP teacher is not only to meet the learners’ specific needs in the field of particular discipline but also to provide satisfying learning background (Designing course, setting goals and objectives, selecting material etc.) as it was already pointed out above. Studying subject matter in English is in the centre of students’ attention not the language itself how it is in ‘General English’ course that is why the concept of ESP course is adapted to students’ needs. On the other hand “ESP teacher should not become a teacher of the subject matter, but rather an interested student of the subject of the subject matter.“ (Hutchinson and Waters, 1992, p 163).

Hutchinson and Waters (1992) stress two roles differ between ‘ESP’ and ‘General English’ teacher. Beside the typical duties of classroom teacher, ESP teacher “deals with needs analysis, syllabus design, materials writing or adaption and evaluation,” they see “ESP teacher’s role in one of many parts.” (Hutchinson and Waters, 1992, p 157).

The other aspect refers to training ESP teachers which was not covered as much so teachers of ESP have to “orientate themselves to a new environment.“ (Hutchinson and Waters, 1992, p 157).
In general, positive attitude to ESP content, learners and previous knowledge of the subject area are required. (Hutchinson and Waters, 1992, p 163).

3.2. Dudley Evans theory of ESP practitioner

Tony Dudley Evans and St John (1998) define five key roles for the ESP practitioner: teacher, collaborator, course designer and materials provider, researcher and evaluator. The role of ‘teacher’ is in fact the same as a role of ‘General English’ teacher. The role of ‘collaborator’ is connected with working (collaborating) with specialists to meet the specific learners’ needs. The aim of the role of ‘course designer’ and ‘materials provider’ is the same in both, ESP and ‘General English’ courses; to provide the most suitable materials in the lesson to achieve set goals. ‘Researcher’ s’ results find out if the choice of materials meets learners’ and teachers’ expectations. The role of ‘evaluator’ is very important in the whole learning process. It is necessary to inform students about their progress in their language learning that is why giving feedback is an inevitable part of each activity. (Laurence Anthony, 2007).

3.3. Creating a learning environment - motivation

Creating a positive learning atmosphere in the classroom is a primary step for achieving setting objectives and goals. It makes teaching and learning more pleasant for both sides of the process, for a teacher and a learner, and it supports students in their work.

Creating a positive learning atmosphere is closely linked with motivation. Motivation is an important and a necessary part of students’ work that affects their future success or failure. It is a kind of inner motor that encourages us to do our best to achieve a satisfactory goal in our activity. Harmer describes motivation as “some kind of internal drive that encourages somebody to pursue a course of action“ (Harmer, 1991, p 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim. “Motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.“ (Ur, 1996, p 274). That can be made in many ways.
Motivation to learn can be affected by various factors around students. Teacher is probably the major factor in a process of motivation. He or she acts a primary role in the continuance of students’ motivation. His or her enthusiasm and interest in subject are considered to be highly motivated feature for students. Students are definitely influenced by the way of speaking, explaining and teachers attitude to them so the method of learning is another important factor in motivation. It has a close connection with an attractive way of lesson presentation. Others factors that influence motivation may be the general attitude to subject or the influence of people close to them.

Concerning the ESP course, positive attitude to subject is more than evident and there is no prior need to develop students’ positive attitude to subject matter, that was already developed by previous knowledge and interest in studying subject, but to make students familiar with particular way of using English. That is why English should not be presented as a subject matter of learning, but in the context with learners’ needs and knowledge. The way of presenting the content through English is an important motivating step for ESP students. Lack of motivation may lead to lack of students’ interests in studying subject that is why a teacher should be careful about the choice of ESP materials and activities in the lesson and about organizing the course in general. “Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies.” (Fiorito, 2007).

The good selecting of materials, teacher’s way of presenting the content with regard to context and students’ evaluation are considered to be the most motivating factors in the process of ESP approach learning. “Successful language learning and teaching lies not in the analysis of the nature of language but in understanding the structure and process of the mind.“ (Hutchinson and Waters, 1992, p 39).

3.4. Evaluation

Evaluation students’ work, teachers’ work or course evaluation are the necessary parts of each learning and teaching process. Evaluation is not only a motivating factor but also shows students’ progress or effectiveness in the course, or on the other hand it
can disclose possible inadequacies that are not successfully covered. It helps teacher to provide information whether he or she does a good job or not.

Evaluation can be performed on various ways which address to what do we in fact evaluate. Hutchinson and Waters (1992) stress two prominent levels of evaluation: ‘learner assessment’ and ‘course evaluation’. (p 144)

There exist many types of tests, questionnaires, tasks or the evaluation can be done in form of talk (discussions, interviews). The test is perhaps the best way for learner assessment. Teacher finds if the content of course meets learner’s expectation and whether the learner is able to dispose with the new information and employs learnt skills in a particular situation. “This assessment takes on a greater importance in ESP, because ESP is concerned with the ability to perform particular communicative tasks.” (Hutchinson and Waters, 1992, p 144).

The course evaluation, the same as learner evaluation, helps to assess whether the characteristic features of designing the course were met. “In course evaluation we need to involve all those who share the learning process in making the ESP course as satisfying to the parties as possible.” (Hutchinson and Waters, 1992, p 156).

There is no prior time for doing evaluation. It depends on course running itself and an individual situation but it is important to be aware of giving feedback.
II. PRACTICAL PART

In the practical part of my final work I will present activities in support of authentic texts. I have been teaching English in Higher vocational school, branch Tourist Management and Hotel Gastronomy since September, 2005. I deal with students at the age of 20 who have been learning English according to High Season (English for Hotel and Tourist Industry), First Class (English for tourism) and Highly Recommended (English for the hotel and catering industry).

My practical part is divided into two main sections – section for ‘tourist management’ and section for ‘hotel industry’ - because of teaching two groups with a different specialization.

Students in my class are of different language level. Some of them are of pre-intermediate and some of them are of intermediate level that is why teaching is a little bit demanding to me. I try to dedicate my time in the class to both sides and motivate them as well.

As a first step I chose a form of questionnaire that means a series of questions that shows me students' interest in the topic of tourism and hotel gastronomy. It could also enlarge their interest for further discussion and activities connected with these topics.

TOURIST MANAGEMENT

1. Pre-reading activity

1.1. Questionnaire

Aims: To find out students' relation to the given topic in a form of short and clear questions, their opinions, taste and geographical knowledge. To get to know more about each other. To involve speaking skills with the aid of special terminology.

Aids: Questionnaire (see appendix I)

Activity: Discussing questions concerning students' attitudes to travelling, e.g. favourite countries, types of accommodation, means of transport.

Level of English: Pre-Intermediate, Intermediate

Age: 20-23

Interaction: Individual, pair work
As introduction to the topic I give out the questionnaire to each student. We go through the list together to make sure that they understand all questions. Students have some time to think about the questions on their own or discuss them in pairs. Then we discuss the answers together, share students’ opinions and compare them in the class.

Possible problems: No specific problems. Students have no problems to answer the questions immediately. They have concrete ideas about their holiday destinations.
Evaluation: Thanks to questionnaire students got to know either similar or different classmates’ ideas, opinions about the topic. Their answers were rather similar, their choice of ideal countries, they would like to go to, is influenced by languages they study at school and their knowledge about countries. The most favourite countries are England, the USA, Spain, Germany, Switzerland or New Zealand. They have either visited those countries or they have never been there and they would like to go there. On the other hand they do not tend to go to Russia, Iraq, Turkey or even Poland was mentioned for several times.

Concerning dream cities, London, New York, Paris or Tokyo appeared in the list very often. They want to see typical sights of those cities, e.g. Westminster Abbey, Statue of Liberty, Eiffel Tower etc. Vienna is the most visited city among students of German. Guiding is compulsory there within their studies and I was really surprised at their perfect knowledge about its history and interesting places.

In general students were interested in the topic and they liked talking about their favourite destinations, historical sights and monuments of the cities. I am pretty much delighted that their interest in studying branch is evident.

1.2. Map – find your country
Aims: To be aware of students’ geographical knowledge and good orienteering on a map
Aids: Map (see appendix II)
Activity: Students are looking for their three most and least favourite countries on the map.
Level of English: Pre-Intermediate, Intermediate
Age: 20-23
Interaction: Pair work

I give students a handout with the blank map. They are supposed to find and note down the countries they like the most and least according to their questionnaires and what is more they must write down their capital cities.

Possible problems: Possible lack of geographical knowledge about the countries can lead to fact that students are not able to find a country on the map. To prevent this, using an atlas of the world is welcomed.

Evaluation: Geography is one of the principal subjects taught at school, so they should be well-informed about the countries. They were able to find their favourite ones without any difficulties. They had some problems with the exact position of those like Iraq, Iran, Azerbaijan etc. Most students did not even know their capitals. There were still some students who thought that the capital of the USA is New York and of Australia is Sydney. That made me really surprised.

2. Reading
2.1. The Lonely Planet

Aims: To practise reading and translating skills with bilingual dictionaries. To involve speaking skills, reading comprehension

Aids: Text a), b), c) (see appendix III), dictionaries (an English-Czech, Czech-English) for group

Activity: Silent and aloud reading

Level of English: Intermediate

Age: 20-23

Interaction: Group work

Before reading the text we did some pre-reading activities. Students were asked a series of questions concerning travelling (see questionnaire) to be more duded into the topic. The second pre-reading activity is Map - Find your country (see appendix II) which is dedicated to students’ geographical knowledge.

For reading itself I chose three texts from the well-known tourist guidebook The Lonely Planet. Each text describes a different European country. I pre-write some
difficult words on the blackboard and we discuss them together. Students do not know the names of those countries and they try to guess its name. The choice is influenced by students‘ questionnaires. I chose a country that was mentioned as one of the most popular then one that was not mentioned at all but it has a long cultural tradition and it is a centre of tourism as well and finally a country in which English is spoken.

I divide students into three small groups. I give each group a handout with the text and a dictionary to look up the unknown words. Students can discuss it in groups then complete the name of the country into the text and write it down on the map of Europe (see appendix II).

Then we discuss it together in the class and share students‘ opinions.

Possible problems: In the text, there can occur to some unknown words that can lead to misunderstanding. To prevent this students have bilingual dictionaries to clear up the meaning of the word and they can ask me for explanation or pronunciation. Some words are pre-written on the blackboard.

Evaluation: I must say that reading this text was quite time demanding activity. Although I aimed this activity mainly at using bilingual dictionaries I was finally lucky that I pre-taught some possible unknown and difficult words and wrote them on the blackboard. It was evident that students are not used to work with dictionary they prefer looking up the words in e-dictionary. It is easier and quicker for them. Some students do not even have any dictionary at home.

Students enjoyed guessing the names of countries more than reading the text. They found out that Hungary can be an interesting tourist destination as well.

3. Post-reading activity

3.1. Filling the gap - comparing the facts
Aims: To understand the facts, to be able to find out crucial information and compare it.
Aids: Text a), b), c) (see appendix III), dictionaries (an English-Czech, Czech-English) for pair, handout (see appendix V)
Activity: Comparing the facts about three different countries and completing the box.
Level of English: Pre-Intermediate
Age: 20-23
Interaction: Pair work

This activity is possible to do in two ways. The first one is that I give a handout with these three texts to pairs. Students read the texts, with the aid of me, and we translate them together to make sure that everyone understands all facts in the text. After that students work in pairs and complete the box with missing information.

The second way is that I divide students into three small groups. Each group has one text. They read it silently and complete the missing facts concerning only their country. Then we share and compare those facts about country all together.

For this activity I chose the first way. Students are of pre-intermediate level so I consider this way more acceptable for their working and understanding.

Possible problems: No specific problems in understanding because each text contains clear information. They were some problems in pronunciation. The problematic words are written in the blackboard and pronounced aloud in the class.

Evaluation: Reading and translating immediately without using dictionaries did not take so much time as in the previous lesson. Students gave priority to doing a reading activity this way but the main fact is that this way is more comfortable for them. These texts, or rather pieces of information, were easier to read but on the other hand I worked with the group of pre-intermediate level.

Students quite enjoyed this activity. They appreciated new facts about each country because they are interested in tourism and tourist management and most of them can use these facts in other subject teaching at school.

4. Language study
4.1. Expressing likes and dislikes
Aims: To be able to express one’s feeling and emotion. How much I like or do not like somebody or something.
Aids: Questionnaire (see appendix I), handout (see appendix VI)
Activity: Practising making and saying sentences with using appropriate expressions of likeability.
Level of English: Pre-Intermediate, Intermediate
Age: 20-23
Interaction: Individual work
Adapted from: High Season, Harding and Henderson (2004)

I tell students to look at their questionnaire, question 7 Do you agree with?
There are several expressions from like most to hate. Find them and try to put them in order from “dislike most“ (1) to “like most“ (8).

Students should already know the meaning of these expressions from pre-reading activity when we went through all questions in questionnaire together. If they do not remember it I do not translate them before. It will be too easy so in that occasion they are supposed to guess the right meaning on their own.

After that I give them a list with words relating to travelling and they make similar sentences to say how much they like or dislike them.

Possible problems: Some students do not see any differences in “like“, “enjoy“, “be fond of“ even in Czech language. To prevent this, it is good to give some concrete examples, also in Czech, relating to student him/herself.
Evaluation: Students already knew most of expressions of likeability from previous English lessons and they were aware of using them. They did not know “be keen on“, “be fond of“. They learned the meaning during work with questionnaire.

They enjoyed making sentences very much. They had clear ideas about things and activities they like or dislike to do. We had a fun because they made really foolish sentences which sometimes had no connection to our topic at all.

In general, students should know the meaning of all expressions mentioned in questionnaire, they should use them in the right way and should be able to recognise the differences between them.

Example:
I like chocolate. (I really like its taste.)
I enjoy eating chocolate. (Anytime I eat it I really enjoy this activity.)
I am fond of eating chocolate. (I am as fond of eating chocolate as eating ice-cream.)
5. Word study

5.1. Using translation – hotel facilities vocabulary

Aims: To teach new vocabulary concerning hotel facilities and practise using the bilingual dictionary.

Aids: Handout (see appendix VII), dictionaries (an English-Czech, Czech-English)

Activity: Finding out the odd word

Level of English: Intermediate

Age: 20-23

Interaction: Individual, pair work

Adapted from: How to Teach Vocabulary, Thornbury (2004)

Before we start I ask students which hotels facilities do they know. They usually know typical ones e.g. parking, swimming-pool, solarium, bar, laundry, TV room. Then I distribute students a list with unknown words (see appendix VI) concerning hotel facilities and they are supposed to find the words in dictionary, translate them and circle the odd ones.

Students are at the age of 20 and each of them has already used the bilingual dictionary during his/her studies so I do not have to introduce to them. They can work in pairs or individually. Then we check the exercise together. I read each word they repeat it after me to make sure they pronounce it correctly. They translate them and tell me the odd ones.

Possible problems: Students tend to translate the word without looking up all possible meanings of the word. To prevent this, working with dictionaries more often is welcomed.

Evaluation: Although students are used to work with dictionaries it is quite time demanding activity. For the next time I would prefer to give students a list with words as homework. They would prepare them at home and we could discuss them in the class and continue in activity immediately.

In general, students do not like working with dictionaries much. It is boring for them and they admit they usually use a dictionary on internet because it is quicker and easier.
6. Speaking activity

6.1. Making dialogue

Aims: To practise speaking skills and expressions they already know from previous lessons, to prepare for their practices in hotels and travel agencies.

Aids: Dictionaries (an English-Czech, Czech-English)

Activity: Making dialogues in pairs with using expressions of like/dislike and vocabulary concerning travelling and hotel facilities. Guessing the country according to given facts.

Level of English: Intermediate

Age: 20-23

Interaction: Pair work

I tell students to make pairs. We are going to have a conversational activity. Imagine a situation that you want to go on holidays and you have no idea where to go. You are quite wealthy so you can afford luxury but on the other hand you do not mind sleeping in a tent and going through some adventure. You are open to everything. One of you is an employee of travel agency who offers you some destination and the other is an irresolute client.

I write some words on the blackboard and these words must be used in the conversation at least one time.

<table>
<thead>
<tr>
<th>exotic destination</th>
<th>five expressions of likeability</th>
<th>hotel facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>special request</td>
<td>cold weather</td>
<td>first class</td>
</tr>
<tr>
<td>tourist guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The point of the activity is that students do not mention the name of the country in their dialogues. They speak about the way how to get there, about the weather, people, habits, food, currency, countryside etc. During the conversation students make notes and after all dialogues each pair gives its opinions and we discuss it together.

Possible problems: Sometimes they are not well informed about the countries they choose and they do not give correct facts. That causes an argument among students. I tell them that the goal is to choose well known country and be able to cover the information as well.
Evaluation: Students really liked this activity. They tried to make up as much funny dialogues as possible. I went around and if they did not know an appropriate word they had a possibility to ask me or use a bilingual dictionary. Some students had problems with the right word order in sentences. They had a tendency to translate the sentences exactly in the same way like in the Czech language.

This activity can be also done without guessing the country, just as a dialogue, but in this way it is not so interesting for students.
HOTEL INDUSTRY

1. Pre-reading activity

1.1. Questionnaire

Aims: To find out students’ relation to the given topic in a form of short and clear questions, their opinions, ideas and vocational knowledge. To get to know more about each other. To involve speaking skills with the aid of special terminology.

Aids: Questionnaire (see appendix I)

Activity: Discussing questions concerning students’ attitudes to hotel management, e.g. hotel and restaurant services, types of accommodation, staffing organization, gastronomy etc.

Level of English: Pre-Intermediate, Intermediate

Age: 20-23

Interaction: Individual, pair work

As a warming-up activity and introduction into the topic I distribute the questionnaire to each student. We go through the list together to make sure that they understand all questions. I give students some time and let them to think about the questions on their own or discuss them in pairs. Then we discuss the answers together, share students’ opinions and compare them in the class. We also discuss questions closely connected with the topic e.g.: advantages and disadvantages of different types of accommodations, their individual experience and knowledge.

Possible problems: If students had a practice in the same hotel and they have different experience and feelings about it, it may lead to an argument.

Evaluation: Students had their own ideas about hotel industry. They were able to answer the questions without any difficulties. Thanks to questionnaire students also shared classmates’ ideas, opinions about the topic. Their answers were influenced by either positive or negative previous experience during their practices in different kinds of hotel establishments. Some students have hotel background at home. Their parents own hotels and students have been in touch with the hotel management since their childhood. In that case their answers were also a little bit different from those without any experience.
Hotel staff vocabulary of students is more extended than that of hotel facilities. They know the symbols and meaning in Czech but not in English.

2. Word study
2.1 Using pictures
Aims: To teach new vocabulary concerning hotel services and facilities, practise pronunciation and spelling, to be able to explain meaning of the word with using paraphrases. To practise students expressing in English.
Aids: Flashcards, list of symbols (see appendix IX)
Activity: Hotel facilities - vocabulary
Level of English: Intermediate
Age: 20-23
Interaction: Individual, group work

Before we start I ask students some warming-up questions about hotels, e.g. “Which types of hotels do you like to stay in and why?” “What is your own experience with accommodation in foreign countries and is it comparable with the Czech Republic?” “Which hotels facilities do you know and which of them are necessary for you?” We discuss those questions together. Students usually know well known facilities, e.g. parking, swimming-pool, solarium, bar, laundry, TV room etc.

After that I showed students flashcards of the hotel facilities symbols. Some of them may be unknown. I put the card up and if they know they say: “car park“，“fitness.“ I write a word on the blackboard to make sure they know the correct spelling as well as pronunciation. Then I put up a symbol of jacuzzi which is not so clear for them. They say: “It looks like a man on boat.“ I say: “Yes, you are right it has a connection with water.“ “The water is hot that is why it is also called hot tub.“ “It is good for people to relax.“ “The letter J presents the first letter in the word.“ We go step by step I give students additional information and they guess the meaning of the symbol. If the meaning is not covered I tell students the word and write it down on the blackboard. We practise correct pronunciation. We go through all symbols this way.

Then I distribute a list of hotel facilities symbols (see appendix) to students. I wrote numbers next to each picture and asked students:
T: What facility is number seven?
S: It’s bar.
T: Yes, perfect. What about number twelve?
S: It’s a jacuzzi.

We practise all facilities this way. Then I tell students to make two groups. We are going to play a suitcase. Students already know it. I stand behind each group. Student stands in front of his/her group. I put a flashcard up and he/she tries to explain a symbol to the group. He/she can not use Czech, German language and gestures. If the group guesses it they have a point. We practise new vocabulary again in a more interesting way.

Possible problems: Some students are shy and do not like speaking in front of the class. I try to encourage them not to be so frightened. I let them time to see it is just a game to be more drown in action.

Evaluation: Students had an idea about symbols meaning but they did not know the right expressions in English. As I said they had known the most common ones, e.g. parking, swimming pool, fitness etc. They really tried to find the right English word for the symbol. Some of them sounded funny.

Using pictures for new vocabulary is very helpful, useful and interesting way of presenting new words. My students appreciated it. In general, they prefer to have some additional material in lesson.

Play suitcase is not only good for practising new vocabulary but it helps to use students imagination, vocabulary knowledge, the way of expressing. Actually, they play a game and practise vocabulary in the same time. I usually tell them that the group which loses has some special homework or on the other hand the group that wins gets some special prize to be more motivated.

2.2. British versus American English
Aims: To practise differences between British and American vocabulary and using the monolingual dictionary.
Aids: Questionnaire (see appendix VIII), handout (see appendix X), monolingual dictionaries
Activity: Filling the missing word
Level of English: Intermediate
Age: 20-23
Interaction: Individual, pair work
Adapted from: High Season, Harding and Henderson (2004)

In one of my previous lessons some essential differences between American and British English were discussed. We spoke about spelling, grammar, pronunciation and vocabulary. Students were informed about some words in Britain and America with the same meaning but different spelling. They did several activities, e.g. matching the words that go together, filling missing words into the text. We used flashcards to learn new vocabulary so that is why students are already aware of differences between British and American vocabulary. So the aim is not to teach but practise that vocabulary.

I tell students to look at their questionnaires (see appendix VIII) question four. There are five requests made in British English. They have a list with the same requests but there are missing some words. They have to replace underlined words for American ones with the same meaning. The requests in the list are not in the same order so they have to match them with those in the questionnaire. Students should have known appropriate expressions from the previous lesson. If they do not know all words there is a possibility of using dictionary to look up the meaning and find the American equivalent.

Possible problems: Some problems in spelling and pronunciation that is why most words are also written on the blackboard and pronounced aloud in the class.

Evaluation: Students in my class are very interested in American English. They are influenced by lyrics in various songs or films. They want to understand as much as possible so their interest in American words is enormous. When we did some exercises concerning British and American vocabulary they sometimes knew more American expressions than British ones. I was really surprised how much this generation is influenced by American trend. That is why they liked doing these activities and they were opened to learn new words with an enthusiasm.
3. Reading

3.1. Hotel Paros Philoxenia

Aims: To practise reading and translating skills with bilingual dictionaries, to involve speaking skills with using special vocabulary of studying branch and reading comprehension

Aids: Text (see appendix XI), dictionaries (an English-Czech, Czech-English) for group

Activity: Aloud reading

Level of English: Pre-intermediate, Intermediate

Age: 20-23

Interaction: Group work

Before reading the text we did a warming-up activity. I wanted to learn their knowledge of branch they have been studying so students were asked a series of questions concerning hotel management and industry (see questionnaire) to be more prepared for following reading.

For reading itself I chose a brochure description of the hotel *Paros Philoxenia* in Greece. The text contains some important information concerning hotel location, accommodation and possible hotel services and facilities. Although the text is not difficult to understand I pre-write some words, e.g. *cool off* on the blackboard to make sure that everything is clear. Vocabulary concerning hotel facilities was already pre-taught and discussed in the lesson of word study so students are supposed to know it.

Each student read a part of the text aloud and translate it immediately after that. I chose this typical way of reading because I am sure that every possible language problems are discussed aloud in the class. After that I ask students some questions relating to the text, e.g.: “What information can you find about location?” “What about atmosphere?” “Could you tell me something about entertainment and local facilities?” We discuss them in the group. Then I write three general questions referring to the article on the blackboard as well.

Who would you recommend this hotel to and why?
If you read the advertisement are there any missing information?
Which hotel facilities are useless for your holidays?
I give them some time to think about it and then we discuss it together. It is recommended to pre-write the questions on the blackboard. I do not do this way because some students tend to answer these questions in advance and do not listen to me and the others at all.

Possible problems: Pronunciation of some words and their meanings. To prevent this, those words are pre-written on the blackboard and discussed together before reading.

Evaluation: Reading activity takes quite a lot of time in the lesson that is why I tried to choose not so long and difficult text to be able to do some further activities. I chose a text that follows pre-reading activity and that has a connection to students studying branch. I did not mention any problems during the reading may be some common mistakes in pronunciation in the pre-intermediate group. This group is aimed at German language, so they pronounce /s/ at the beginning of the word like /z/ very often. Differences in speaking and the way of expressing in English between the pre-intermediate and intermediate group is more evident than in reading. English and using appropriate vocabulary is more natural in intermediate group. If they do not know any concrete word they are able to express it in a different way. The lack of vocabulary in pre-intermediate group leads to prior aversion. Some students have tendency to give it up without further thinking although they have enough time for preparing. When I say another possible word or expression I know they are aware of being familiar with it. It flows from students’ general approach to learning and things around them.

Concerning the questions, they would recommend this hotel to two specific groups of people. Pensioners and couples on honeymoon were the most frequent answers. They said, nowadays people at the age of 20 did not go to hotels much they preferred to stay in the hostels for youths. They did not need so many facilities. Information they missed was price for a night or pictures of rooms. As they said, they do not need any special hotel facilities but internet and satellite in the room are absolutely useless facilities for them on holidays.

I was surprised that most students had quite similar ideas about their holidays. Maybe only two persons in each group preferred luxury and comfort to adventure.
4. Writing activity

4.1. Hotel brochure description

Aims: To practise writing, reading and speaking skills with using special terminology
Aids: Handout (see appendix XII), dictionaries (an English-Czech, Czech-English) for group
Activity: Writing in a appropriate style, good word spelling
Level of English: Pre-intermediate, Intermediate
Age: 20-23
Interaction: Group work

I divide students into two groups. I tell students they are going to write a hotel brochure description. The style of writing was already covered in the previous reading activity. I show one group some four pictures of one hotel (see appendix XII). They are supposed to write a brochure description connected with type of accommodation in the pictures. Then I tell the second group the type of clientele which is going to spend a few weeks in this hotel. This group do not see the pictures, they only know the age of the couple and their interests. They try to write a brochure accommodation description according two pieces of information. I chose a couple of sixty with very wealthy background, interested in various sports activities, exotic food, fauna and flora and history. Luxurious hotel Estalagem Jardins do Lago in Madeira should be their destination.

If there is a problem with vocabulary they have an opportunity to ask me for explanation and what is more each group has a bilingual dictionary.

After that the second group read a description of their clientele, that means hotel location, facilities, services or further additional information. Before showing the pictures the first group try to guess their age and interest. Then the pictures and pieces of information are covered.

Possible problems: English word spelling. To prevent this, more written activities are suitable. Students should realize the importance of correct spelling.
Evaluation: I found out that students had problems with spelling. They knew the word in spoken form perfectly but they were not able to write them in a correct way. They explained they did not learn spelling as much as pronunciation.
Comparing work of both groups, I discovered that description according to picture was easier for them than description according to couple. The group with the picture had a concrete idea on the other hand the other group had to involve a little bit of imagination. They had difficulties to feel in position of sexagenarians and their requirements. That is why it was more funny. They could not figure out how man in his sixties is able to do sport actively and they tended to exaggerate.

I must say that students managed to use vocabulary of hotel facilities without any problems and thanks to subject ´Cestovní ruch´ they were familiar with composition of these brochure descriptions.
CONCLUSION

In my thesis I concerned with ‘English for Specific Purposes’ (ESP). In the theoretical part I introduced the theoretical background concerning ESP and mentioned some characteristic features closely connected with process of ESP learning. I drew the special attention to organizing ESP course and selecting material as an important phase to fulfil its demands and to achieve satisfying goals in ESP process of learning. I also pointed out some differences between the role of ‘ESP’ and ‘General English’ teacher and stressed the importance and possible ways of evaluation. I mentioned ‘learning-centred approach’ based on learners’ needs, expectations and learners’ way of learning language. They are mainly learners’ needs that must be met rather than teachers’ ones and it depends on learning strategies and teachers’ attitude to ESP course that is why a motivation was emphasized as a necessary part of a learning process as well.

In the practical part I focused on particular learning aspects and presented various activities that have been done in the course of Tourist Management and Hotel Industry. The work may be seen as a mixture of different practised skills but that was my aim. I tried to cover more skills purposely so I did not concentrated just on one area of learning.

Some of the activities were more popular some of them less. The way of likeability resulted from students’ previous knowledge and interest in given topic. The most suitable activities, for the group of Hotel Industry, were vocabulary concerning hotel facilities in a form of flashcards and activity relating to making dialogue. The group of Tourist Management considered reading about foreign countries and following activities about them the most useful in the field of their studying subject. On the other hand I found writing activity less interesting for them. In general, students do not like writing skills much.

It is difficult to find an activity that suits all students in the class. Each of the students has various interests that are reflected in their claims and expectations. Teacher is not able to cover all students’ needs in every lesson, but he or she is able to present an
activity in the most interesting way. There exist many possibilities of presenting `ESP’ activities in an attractive way for learners.
RESUMÉ

Hlavním cílem této práce je představit učitelům anglického jazyka na odborných školách možné aktivity týkající se odborného zaměření na těchto typech škol. Má práce se zabývá dvěma obory: Cestovní ruch a Hotelníctví. Aktivity jsou zaměřené na procvičení více jazykových oblastí, jako je čtení, slovní zásoba, gramatické jevy, psaní a komunikační schopnosti. Dané aktivity jsem aplikovala na studenty Vyšší odborné školy a Hotelové školy v Opavě ve věkové skupině od 20 do 23 s jazykovou úrovní mírně pokročilí a pokročilí. Některé aktivity mohou být předlohou pro výuku studentů s jiným oborovým zaměřením.
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Appendix I

1. Choose three countries you would like to go on holidays and try to give a reason why? (If there is no your country, write it down below.)
   Canada  Egypt  France  Germany  Great Britain  Greece  Italy
   Netherlands  Spain  Switzerland  Turkey  the USA  Australia

2. Choose three countries you would not like to go on holidays and try to give a reason why? (If there is no your country, write it down below.)
   Canada  Egypt  France  Germany  Great Britain  Greece  Italy
   Netherlands  Spain  Switzerland  Turkey  the USA  Australia

3. Which of these countries have you already visited?

4. Name your three “dream cities“ and give a reason why?

5. Tick your favourite means of transport by which you go on holidays.
   - train
   - car
   - bus
   - plane
   - hitchhiking
   - boat
   - other

6. How often do you go abroad?
   - not very often
   - once a year
   - twice a year
   - more than twice a year

7. Do you agree with?  Yes No
   - I prefer going on winter vacation to summer one.
   - I hate going with the travel agency, it is more expensive.
   - I do not mind paying for luxury.
   - I am fond of staying in hotels.
   - I can not stand lying on a beach I enjoy sightseeing.
   - I am not keen on going on vacation in the Czech Republic.
   - I do not like travelling at all.
Appendix II
Appendix III

Text a)

..................... is a heart-stealer; it will lure you back again and again to sample its rich wines, lounge in its thermal spas, gaze at its birdlife and make one more attempt to master its hermetic language. It has all the luxury of western Europe with a Magyar twist and at half the cost.

Its graceful capital has a lively arts, cafe and music scene, and is host to a range of cultural and sporting festivals. In the countryside you'll find majestic plains, resort-lined lakes, Baroque towns, horse markets and rustic villages.

Text b)

It's said that ...................., once visited, is never forgotten. The landscape has a mythic resonance, the country's history is almost tangible, and its people seem put on earth expressly to restore faith in humanity. The weather may sometimes give you the impression that you're swimming through an airborne ocean, but the truly luminous greens, luxuriant wildflowers, and afternoons spent in riotous pubs will more than console you for the webbed feet you'll need to grow.

If you go to ................... in July or August, you can expect reasonably warm weather, longer days and a lively menu of festivals. However, this is peak season, which presents some challenges if you're wanting a bit of solitude. Spring and autumn can also be delightful seasons, with smaller crowds of tourists. Winter weather can be downright inhospitable, but ...................(the west coast in particular) does look beautiful in the rain, and there's nearly always a pub nearby to duck into. However, in many towns restaurants and B&Bs close down around October and don't reopen until Easter. With a few advance phone calls you can avoid getting stranded somewhere with no place to sleep or eat.

Text c)

Once away from the holiday costas, you could only be in .................. In the cities, narrow twisting old streets suddenly open out to views of daring modern architecture, while spit-and-sawdust bars serving wine from the barrel rub shoulders with blaring, glaring discos. Travel is easy, accommodation plentiful, the climate benign, the people relaxed, the beaches long and sandy, the food and drink easy to come by and full of regional variety. More than 50 million foreigners a year visit .................., yet you can also travel for days and hear nothing but its language.
can be enjoyable any time of year. The ideal months to visit are May, June and September (plus April and October in the south). At these times you can rely on good-to-excellent weather, yet avoid the extreme heat - and the main crush of foreign tourists - of July and August. But there's decent weather in some parts of virtually year round. Winter along the southern and southeastern Mediterranean coasts is mild, while in the height of summer you can retreat to the northwest, to beaches or high mountains anywhere to escape excessive heat. The best festivals are mostly concentrated between Semana Santa (the week leading up to Easter Sunday) and September to October.
Appendix IV

Text a)

<table>
<thead>
<tr>
<th>Full Name: Republic of Hungary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City: Budapest</td>
</tr>
<tr>
<td>Area: 92,966 sq km, 35,894 sq miles</td>
</tr>
<tr>
<td>Population: 10,083,000</td>
</tr>
<tr>
<td>Time Zone: GMT/UTC +1 ()</td>
</tr>
<tr>
<td>Daylight Saving Start: last Sunday in March</td>
</tr>
<tr>
<td>Daylight Saving End: last Sunday in October</td>
</tr>
<tr>
<td>Languages: Hungarian (official), Hungarian (Magyar) is a member of the Ugric group of the Uralic family of languages.</td>
</tr>
<tr>
<td>Religion: 68% Roman Catholic, 21% Reformed (Calvinist) Protestant, 6% Evangelical (Lutheran), 5% other</td>
</tr>
<tr>
<td>Currency: Forint (Ft)</td>
</tr>
<tr>
<td>Electricity: 230V 50HzHz</td>
</tr>
<tr>
<td>Electric Plug Details: European plug with two circular metal pins</td>
</tr>
<tr>
<td>Country Dialing Code: 36</td>
</tr>
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</table>

Text b)

<table>
<thead>
<tr>
<th>Full Name: Éire (Republic of Ireland)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City: Dublin</td>
</tr>
<tr>
<td>Area: 70,300 sq km, 27,143 sq miles</td>
</tr>
<tr>
<td>Population: 3,969,000</td>
</tr>
<tr>
<td>Time Zone: GMT/UTC 0 ()</td>
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<tr>
<td>Daylight Saving Start: last Sunday in March</td>
</tr>
<tr>
<td>Daylight Saving End: last Sunday in October</td>
</tr>
<tr>
<td>Languages: English (official) Although English is the main language of Ireland, it's spoken with a mellifluous lilt and a peculiar way of structuring sentences, to be sure. Gaelic (official)</td>
</tr>
<tr>
<td>Religion: 90% Roman Catholic, 3% Protestant</td>
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<tr>
<td>Currency: Euro (€)</td>
</tr>
<tr>
<td>Electricity: 230V 50HzHz</td>
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<td>Electric Plug Details: British-style plug with two flat blades and one flat grounding blade</td>
</tr>
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</table>
### Spain

- **Full Name:** Spain
- **Capital City:** Madrid
- **Area:** 505,000 sq km, 194,981 sq miles
- **Population:** 42,700,000
- **Time Zone:** GMT/UTC +1
  - **Daylight Saving Start:** last Sunday in March
  - **Daylight Saving End:** last Sunday in September
- **Languages:** Spanish (official), also known as Castellano, Catalan (other), Basque (other), Gallegan (other), also known as Galician and Gallego.
- **Religion:** 85% Roman Catholic; 2% Jewish; 2% Muslim
- **Currency:** euro (€)
- **Electricity:** 220V 50 Hz
- **Electric Plug Details:** European plug with two circular metal pins

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### France

- **Full Name:** France
- **Country Dialing Code:** 33

- **Full Name:** France
- **Capital City:** Paris
- **Area:** 547,000 sq km, 211,209 sq miles
- **Population:** 67,000,000
- **Time Zone:** GMT/UTC +1
  - **Daylight Saving Start:** last Sunday in March
  - **Daylight Saving End:** last Sunday in September
- **Languages:** French (official), also known as Frankish or Francais
- **Religion:** 65% Roman Catholic; 12% Protestant; 10% Muslim; 8% other
- **Currency:** euro (€)
- **Electricity:** 230V 50 Hz
- **Electric Plug Details:** European plug with two circular metal pins
### Appendix V

<table>
<thead>
<tr>
<th>Country</th>
<th>Area in sq km</th>
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<th>Religion</th>
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<th>Currency</th>
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<td>€</td>
<td></td>
</tr>
</tbody>
</table>
Appendix VI
I hate going with the travel agency, it is more expensive. (1)
I can not stand lying on a beach. (2)
I am not keen on going on vacation in the Czech Republic. (3)
I do not like travelling at all. (4)
I do not mind paying for luxury. (5)
I am fond of staying in hotels. (6)
I enjoy sightseeing. (7)
I prefer going on winter vacation to summer one. (8)

a) sunbathing  b) staying in a tent  c) visiting art galleries  d) going with friends  e) exotic food  f) friendly staff  g) your own ideas…
Appendix VII

**Find out the odd one**

night porter a resident nurse liftboy guest housekeeper chambermaid
nappy-changing classmate room children welcomed family rooms playground
tennis court golf-course (9 holes) fitness centre footballer fishing
bodyguard facilities for disabled push-chairs notices in Braille foreign language
spoken
Appendix VIII

1. Which types of accommodations do you know? Make a list and tick those ones you prefer to stay in.

2. Name at least six hotel facilities.

   1) .................................................. 4) ..................................................
   2) .................................................. 5) ..................................................
   3) .................................................. 6) ..................................................
   Others .............................................................................................................

3. Name at least five hotel staff and write down their main duties.

   1) ............................................................................................................
   2) ............................................................................................................
   3) ............................................................................................................
   4) ............................................................................................................
   5) ............................................................................................................
   Others .............................................................................................................

4. Where can you hear these sentences. Write down your ideas about hotel staff and facilities.

   Can I make a reservation for the **autumn**?
   Can we have some **biscuits** and **sweets** for the **children** sent up to the room?
   Excuse me, where are the **toilets**?
   There is something wrong with the **tap**.
   My wife left her **handbag** in the **lift**, could you look for it, please?

   1) ............................................................................................................
   2) ............................................................................................................
   3) ............................................................................................................
   4) ............................................................................................................
   5) .............................................................................................................
Appendix VIII

1. Which types of accommodations do you know? Make a list and tick those ones you prefer to stay in.

hotel  hotel  hostel  pension  cottage  tent  bungalow

2. Name at least six hotel facilities.

1) swimming pool  4) restaurant
2) tennis  5) bar
3) sauna  6) laundry  Others: tennis, golf, disco

3. Name at least five hotel staff and write down their main duties.

1) Housekeeper - cleaning the rooms
2) Maintenance - repairing wrong things
3) Chef - cooking
4) Manager - hotel running, staff
5) Receptionist - reception, info
Others: porter, doorman

4. Where can you hear these sentences. Write down your ideas about hotel staff and facilities.

Can I make a reservation for the autumn? front desk, reception, desk
Can we have some biscuits and sweets for the children sent up to the room? 2
Excuse me, where are the toilets? information
There is something wrong with the tap. maintenance service
My wife left her handbag in the lift, could you look for it, please? lifeguard
1) front desk, making reservations, check-ins
2) room service
3) information
4) maintenance, housekeeper
5) lifeguard
Appendix IX

**Fill in the missing word**

a) Where are the ________________?

b) He wants to make a reservation for the ________________?

c) We can’t turn the ________________ on.

d) They want some ____________ and ____________ in their room for the ________________.

e) His wife left her ________________ in the ________________.
## Appendix X

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Seafront location]</td>
<td>Seafront location</td>
</tr>
<tr>
<td>![Green surrounding]</td>
<td>Green surrounding</td>
</tr>
<tr>
<td>![Car park availability]</td>
<td>Car park availability</td>
</tr>
<tr>
<td>![Air-conditioned rooms]</td>
<td>Air-conditioned rooms</td>
</tr>
<tr>
<td>![Centrally heated rooms]</td>
<td>Centrally heated rooms</td>
</tr>
<tr>
<td>![Telephone in the rooms]</td>
<td>Telephone in the rooms</td>
</tr>
<tr>
<td>![Television in the rooms]</td>
<td>Television in the rooms</td>
</tr>
<tr>
<td>![Satellite TV in the rooms]</td>
<td>Satellite TV in the rooms</td>
</tr>
<tr>
<td>![Mini-bar service in the rooms]</td>
<td>Mini-bar service in the rooms</td>
</tr>
<tr>
<td>![Room service]</td>
<td>Room service</td>
</tr>
<tr>
<td>![Restaurant]</td>
<td>Restaurant</td>
</tr>
<tr>
<td>![Bar service]</td>
<td>Bar service</td>
</tr>
<tr>
<td>![Lift]</td>
<td>Lift</td>
</tr>
<tr>
<td>![Outdoor swimming pool]</td>
<td>Outdoor swimming pool</td>
</tr>
<tr>
<td>![Outdoor swimming pool (heated)]</td>
<td>Outdoor swimming pool (heated)</td>
</tr>
<tr>
<td>![Indoor swimming pool (heated)]</td>
<td>Indoor swimming pool (heated)</td>
</tr>
<tr>
<td>![Tennis]</td>
<td>Tennis</td>
</tr>
<tr>
<td>![Squash]</td>
<td>Squash</td>
</tr>
<tr>
<td>![Mini golf]</td>
<td>Mini golf</td>
</tr>
<tr>
<td>![Fitness room]</td>
<td>Fitness room</td>
</tr>
<tr>
<td>![Sauna]</td>
<td>Sauna</td>
</tr>
<tr>
<td>![Jacuzzi]</td>
<td>Jacuzzi</td>
</tr>
<tr>
<td>![Water sports at or near hotel establishment]</td>
<td>Water sports at or near hotel establishment</td>
</tr>
<tr>
<td>![Live band music entertainment]</td>
<td>Live band music entertainment</td>
</tr>
<tr>
<td>![Conference room]</td>
<td>Conference room</td>
</tr>
<tr>
<td>![Baby sitting service available]</td>
<td>Baby sitting service available</td>
</tr>
<tr>
<td>![Doctor service available]</td>
<td>Doctor service available</td>
</tr>
<tr>
<td>![Hair dressing salon]</td>
<td>Hair dressing salon</td>
</tr>
<tr>
<td>![Dry cleaning and/or laundry service]</td>
<td>Dry cleaning and/or laundry service</td>
</tr>
<tr>
<td>![Facilities for disabled]</td>
<td>Facilities for disabled</td>
</tr>
</tbody>
</table>
Welcome to

Hotel Paros Philoxenia

Our hotel (B class superior) is located right on New Golden Beach (Tsardakia), one of the most famous beach in Greece. Hotel Paros Philoxenia is situated between the three fishing villages Drios, Logaras and Piso Livadi, about 18 km from Parikia (the port), 16 km from the airport and 16 km from Naoussa (the second biggest town in Paros). The hotel ‘Paros Philoxenia’ facilitates the function of the PWA press center and the accommodation of the guests and professionals during the world cup.

Among the general comforts, our hospitality 'Philoxenia' blends into our restaurant - where you can enjoy delicious cooked traditional and international dishes - and at our swimming pool bar, where you can cool off with one of our cocktails under the sun and enjoy the majestic view of the sea.

"Paros Philoxenia" bungalows were built and furnished in the
traditional Cyclades architectural style, blending perfectly with the landscape. The independent living quarters (42 suites, doubles and singles) are just right on the beach.

Shops, supermarket, taverns, restaurants, bars, rent-a-car and a lot of more can be found in the area close to the hotel in the villages Drios (2 km), Piso Livadi (2 km), Marpissa (2.5 km), Logaras (1.5 km) as well as a short drive to the town of Parikia (18 km) or the village of Naoussa (14 km) where you will satisfy your demands.

The hotel offers its guests:

- Room Service
- Internet & Secretarial Services
- Money Exchange
- Safety Box
- Satellite TV-Lounge
- Conference Room for up to 70 People
- Sun beds Free of Charge
- Private Parking
- Baby-sitting (upon request)
- Organized BBQ's and Pool Parties
- Service Rent-a-car, Mountain bike, Motorbike, Excursions to Neighboring Islands...
- Surf Club Facilities
- Diving Club Facilities

The Hotel Paros Philoxenia accepts VISA, Master Card, Diners Card and American Express.
Appendix XII
This hotel is situated in France, in the capital Paris. There are very famous historical buildings and the Eiffel Tower near the hotel.

The hotel is with luxury facilities. There are 50 rooms in double and 30 rooms. The hotel you can visit the restaurant in the French style with international cuisine and after the hotel offers a large cape restaurant. There are some lobby, TV and laundry in the hotel. The guests have beautiful view on the river Seine. The hotel offers disco in the night and a club with many people.

The hotel arranges sightseeing and many profitable packages with facilities. Hotel is visited especially in the off season by couple in the older years. In this seasons the hotel is calm and this type of the people can use many facilities without tourism.

I'd go immediately :) I love Paris!